

**COUNCIL OF CHIEF ACADEMIC OFFICERS'
TEACHER EDUCATION SUMMIT**

**P-16 Council
Agenda Item E-1
March 5, 2002**

Update

As reported in December, the Council on Postsecondary Education sponsored a statewide teacher education conference October 18-19 at Centre College. Representatives from the public and independent postsecondary institutions, the Council on Postsecondary Education, the Education Professional Standards Board, and the Kentucky Department of Education met in teams to design programs to meet the objectives of the action agenda established by the Council of Chief Academic Officers. Institutional teams developed specific programs to implement the CCAO's action agenda. A follow-up meeting is planned for April 4-5, 2002, at Centre College. Institutions will provide written reports of progress in implementing plans within and between institutions developed in October and identify next steps.

The CCAO teacher education action agenda was revised at the October meeting. The revisions are based on the comments and suggestions received from the institutional teams that reviewed the nine original recommendations. The revised document is attached. It will guide ongoing work by the institutional teams. Summaries of the campus plans will be shared at the June meeting of the P-16 Council.

<p align="center">CPE Teacher Education ACTION AGENDA <i>Revised February 12, 2002</i></p>
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Conceptual Framework

(Contributed by Dr. Roger Pankretz, WKU)

Initiatives to improve teacher quality in Kentucky are linked directly to statewide goals that all P –12 students will be able to perform at the level of proficient on Kentucky’s academic expectations and core content by 2014. To achieve higher teacher quality related to Kentucky’s goals for P-12 students, teacher preparation and professional development must be based on several fundamental beliefs (assumptions):

1. Improving teacher quality requires a fundamental shift in focus from teaching to student learning.
2. Best practice is defined as instruction that is most effective in producing P-12 student learning relative to Kentucky’s academic expectations and content standards.
3. All students can learn, and most can learn at a relatively high level.
4. Teacher preparation and professional development must be a collective and collaborative endeavor of teacher educator, arts and science faculty, and field practitioners. All three groups have important and unique areas of professional expertise that are essential and respected in the development of highly skilled teachers.
5. The professional development of teachers is a continuous and lifelong process that begins at birth and ends when, in their minds, they choose to retire.
6. The performance level of a teacher candidate as well as a practicing teacher is a definable, recognizable, and rewarding quality.

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Recommendation #1: ***Make improvement of teacher quality (both the preparation level and the practicing teacher level) a top priority in all of Kentucky's colleges and universities.***

Outcome(s):

1. Every P-12 student taught by a fully certified teacher.
2. Fully operational accountability systems at all teacher preparation institutions that meet NCATE 2000 standards.
3. Annual accountability reports published and distributed to key constituent groups.

Measure(s)

1. Inclusion in college and university mission statements and institutional strategic plans.
2. University annual reports of accomplishments in improving teacher quality.
3. Kentucky Educator Preparation Report Card
4. Title II Report Card.
5. Increase in number of teachers in Kentucky schools who are fully certified.
6. Use of research findings to select and validate measures.

Actions

1. Develop strategies for increasing numbers of teachers prepared in high need areas (discipline, grade level, and geographic area).
2. Implement programs that provide alternative routes to certification; where appropriate, these programs will involve collaboration with other institutions and include varying modes of delivery (i.e. ITV, web-based web-assisted, etc.); these programs will meet the same performance standards as all other preparation models.
3. Improve articulation and collaboration between four-year institutions and community colleges to facilitate matriculation of students into teacher education programs.

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4. Create, support, and disseminate statewide collaborative research programs in key areas that link teacher performance with P-12 student learning.
5. Create a support system for practicing teachers to develop through national boards, CEO (E PSB), degrees and rank.
6. Highlight university commitment for teacher education through presidential support and priority in the budgetary process.
7. Expand scholarship and incentive loan program for teacher candidates in high-need areas.
8. Implement P-16 councils by all public institutions that include a broad spectrum of constituents in each respective area, including private institutions.
9. Identify and publish description of exemplary institutional accountability systems, especially ones that meet NCATE 2000 standards.
10. Disseminate research findings that enhance teacher quality and student learning.

Recommendation #2: *Improve prospective teachers' professional knowledge and skills in content and pedagogy through programs that assure effective use of academic skills upon entry in the workplace.*

Outcomes:

1. All graduates pass their respective PRAXIS II and PLT assessments during their cohort year and demonstrate proficiency on New Teacher Standards.
2. Graduate effectiveness can be demonstrated in ways that do not create additional roadblocks to certification.

Measure(s):

1. Continuous improvement of graduates' passing rates on PRAXIS II and PLT assessments.
2. Demonstrated proficiency of graduates on the New Teacher Standard.
3. New teachers successful completion of Kentucky Teacher Internship Program.

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4. Measures of effective application of knowledge and skills.

Actions:

1. Develop institutional accountability systems that provide credible evidence candidates can facilitate the learning of all students and that graduates at all levels are making an impact on student learning. (#5)
2. Encourage alignment of programs that prepare teachers for the classroom with the core content for assessment.
3. Provide experiences to prepare graduates to work with students from varied cultural settings.
4. Implement incentives and promotion and tenure systems that encourage and reward (on par with professional achievement in the discipline) Arts and Sciences faculty who work in P-12 schools and in teacher education (#4).
5. Ensure all pre-service preparation programs include appropriate content and experiences in classroom management and assessment.
6. Require professional growth plans for new teachers developed collaboratively with mentoring teams.
7. Develop and publish a curriculum audit guide and process to check alignment of university/college programs and courses, KTIP, PRAXIS II assessments, and EPSB performance indicators.
8. Enhance statewide and local initiatives to prepare and support practicing teachers to mentor student teachers and new teachers.
9. Develop a statewide web site with a variety of user-friendly professional development resources (e.g. web-based courses, mini teaching units; ideas for Kentucky's core content and academic exceptions; chat rooms; research relevant to teaching and learning; best practices; contact sources for targeted help; etc.) (#5,7)
10. Expand use of technology in both content and pedagogy, for preparing and developing teachers and in achieving teaching and learning goals. (#3)
11. Create summer technology camps for P – 12 teacher candidates, experienced teachers and teacher educators, working together to explore cutting-edge ideas on use of technology and content.

12. Provide state support for evaluation processes.
13. Include develop and teach “dispositions” as part of the new teacher standards.
14. Facilitate university faculty familiarity with Praxis by providing copies of it and faculty to experience taking the tests.

Recommendation #3: *Improve practicing teachers’ professional knowledge and skills in content and pedagogy through programs that enhance use of their academic skills in the workplace.*

Outcome(s): Classroom teachers’ implementation of learning experiences aligned with Experienced Teacher Standards.

- Measure(s):**
1. Classroom teachers achieving positive annual evaluation aligned with Experienced Teacher Standards.
 2. Teacher performance data from workshops, teacher academy programs, Rank I and II programs.
 3. Record of efforts and results of university faculty mentoring of teachers for National Board certification.

- Actions**
1. Create professional development experiences that ensure portability and potential for translating to academic credit.
 2. Create professional development partnerships between institutions with graduate education programs and cooperative and regional training centers.
 3. Implement, in institutions with graduate education programs, content specific development experiences aligned with Experienced Teacher Standards and Core Content for Assessment.
 4. Expand use of a variety of multiple delivery systems including web-based technologies for delivery of professional development.
 5. Increase time and opportunities for professional development for P-12 classroom teachers.

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6. Improve performance of practicing professional in key areas that impact learning of P-12 students on Kentucky's academic expectations and P-12 content standards.
7. Develop specific Rank I and II and/or Master's Degree programs based on Kentucky's experienced teachers standards, employing instructional approaches that encourage and prepare teachers for National Board certification process.
8. Create and operate summer technology camps for P-12 teacher candidates, experienced teachers and teacher educators, working together to explore cutting-edge ideas on use technology for teaching and core concepts. (#2, #3)
9. Encourage development of professional dispositions as part of experienced teacher standards.
10. Create opportunities for educational experiences in community workplaces (industries, businesses, etc.).

Recommendation #4: ***Ensure university-wide involvement and responsibility for teacher education and professional development.***

Outcome(s): All teacher education programs developed and implemented through collaborative efforts of faculty members from all academic departments with programs leading to certification as a classroom teacher.

Measure(s): 1. Reports documenting extent (time, effort, achievements) of all-university participation.

2. Increase in number of faculty university-wide; who spend at least one day per month in P-12 schools.

Actions: 1. Implement incentives and promotion and tenure systems that encourage and reward (on par with professional achievement in the discipline) all university faculty for work in P-12 schools and in teacher education. (#2)

2. Develop innovative programs to link all university faculty with school practitioners, teacher candidates, and new teachers, including "in-school," "on-campus," and WEB based strategies.

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3. Develop professional development guidelines that ensure university faculty members remain current in their content areas as related to the New Experienced Teacher Standards and Core Content for Assessment.
4. Designate at least one faculty member in each content area whose assigned responsibility is the preparation and development of teachers, and who will become a catalyst for advancing “best practices.”
5. Develop employment options and promotion and tenure guidelines that encourage joint and innovative appointments across arts and sciences areas and teacher education.
6. Implement accountability systems to ensure participation of Arts if Sciences faculty in the initial and continuing preparation of teachers.
7. Redefine “teacher educator” to all university faculty and collaborating practitioners.
8. Encourage institutional team mentoring programs to work with student teachers and recent graduates teaching in Kentucky schools (to include a school practitioner, arts and science faculty member, and professional education faculty member.)
9. Determine effective ways to identify and share “good teaching” being modeled.
10. Develop collaborative strategies with other state agencies to support expanded involvement initiatives.
11. Develop university systems for evaluating teaching effectiveness that facilitate rewarding of good teaching and which are accepted on a par with more easily quantified systems that recognize good research productivity.

Recommendation #5:***Improve performance and learning results for P-12 students*****Outcome(s):**

1. All students will demonstrate proficiency in academic expectations by 2014.
2. All teachers will demonstrate that they can successfully affect student-learning outcomes.

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Measure(s):

1. Scores on CATS, ACT, and institutional placements.
2. Record of development efforts, products, testing and use of teacher proficiency evaluation instruments.

Actions:

1. Develop institutional accountability systems that provide credible evidence candidates can facilitate the learning of all students and that graduates at all levels are making an impact on student learning. (#2)
2. Create task forces to develop performance evaluation instruments directly related to the new and experienced teacher standards at each of the four career levels recognized by the EPSB (e.g. exit from initial teacher preparation programs; completion of new teacher internship program; Rank II; and Rank I or National Board level.)
3. Establish training programs to prepare professionals to develop and use evaluation instruments appropriately.
4. Develop assessments that focus on key performance areas in the new teacher standards, especially those that facilitate student learning.
5. Create and operate statewide web site with a variety of user-friendly professional development resources (e.g. web-based courses, mini teaching units and ideas for Kentucky's core content and academic expectations; chat rooms; research relevant to teaching and learning; best practices; contact sources for targeted help; etc.)(#2,7)

Recommendation #6:

Encourage and support collaboration between the P-12 and post secondary education communities.

Outcome(s):

1. All higher education institutions engaged with established P-16 councils.
2. Expanded role of school practitioners as university partnerships in the preparation, induction and professional development of teachers.

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3. Increased number of elementary, middle and high schools that meet state criteria for professional development schools.
4. Increased number of practicing teachers who become state certified mentors for student teachers, first year teachers, and/or other new teachers.

Measure(s):

1. Level of participation of institutions in P-16 Councils.
2. Accomplishments resultant from the work of P-16 councils and partnership programs.

Actions:

1. Increase resources to support HIED faculty in providing appropriate professional development experiences for P-12 classroom teachers.
2. Develop partnerships among P-12 school systems, Educational coops, regional service centers, private and public post-secondary HIED institutions, and KCTCS that enhance teacher quality.
3. Implement P-16 Councils by every state supported four-year institution, in a manner that facilitates establishment of collaborative initiatives among higher education institutions, P-12 schools, and the larger community.
4. Align curricula across P-16 to facilitate transitions from high school to post-secondary education, especially in the areas of math, reading and writing and implement the recommendations of the P-16 Council alignment team.
5. Collaborate in development of P-12 curriculum and opportunities for advancing enrollment in AP courses and awarding dual credit.
6. Develop procedures that appropriately use high school portfolios as a part of the higher education admissions process.
7. Develop strategies to reduce and eventually eliminate the disconnect between CATS and graduation from high school.
8. Disseminate descriptions of exemplary practices in improving teacher quality.

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9. Develop statewide criteria for professional development schools or adopt NCATE professional development school criteria (e.g. schools that meet defined performance standards for an environment and support system for developing teacher candidates and mentoring new teachers).
10. Create mentor development and certification programs for school practitioners who work with student teachers and teacher interns.
11. Develop statewide incentive, reward and recognition system for schools that meet professional development school criteria.
12. Develop statewide incentive and reward system for school practitioners who become certified as “new teacher mentors”.
13. Create professional development schools that are consistent with NCATE guidelines.

Recommendation #7:

Enhance teaching as a profession, including the recruitment and retention of teachers and ensuring appropriate conditions of practice.

Outcome(s):

1. Reduce the attrition rate of teachers from the profession.
2. Increase the rate of entry of candidates into teacher education.
3. Increase the quality of teacher candidates.
4. Reduce the number of teacher vacancies and/or positions filled with unqualified teachers.

Measure(s):

1. Annual state reports on teacher shortage in high need areas.
2. KDE, EPSB and CPE data.
3. Strategies implemented that address primary underlying causes of teachers’ attrition.

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Actions:

1. Promote collaborative and innovative efforts that increase support for preparation of teachers across the Commonwealth.
2. Develop statewide hotline to support the mentoring of teachers through their first five years of practice.
3. Identify principal underlying causes of teacher attrition and identify corresponding strategies to address them.
4. Develop multiple and relevant criteria for admission to teacher education programs.
5. Develop professional development initiatives that intellectually challenge educators, promote professional growth, and connect teacher and student performance.
6. Establish policies that ensure appropriate placement of teachers in the work place, with particular attention to placement of new teachers in situations where they have the opportunity to be successful.
7. Develop statewide system to systematically collect and report data on teacher position shortages.
8. Create incentive system that rewards institutions for recruiting, admitting, graduating students and supporting teachers.
9. Develop a statewide system that makes potential teacher candidates aware of both high-need areas and areas of projected surplus.
10. Create and operate future teacher academics in middle and high schools across the Commonwealth (could include visits to campuses each semester; summer camps; career exploration activities; employment as tutors, etc.)
11. Develop innovative and collaborative teacher recruitment strategies including bridge programs, between community colleges and four-year institutions.
12. Create a five-year induction program for all new teachers.
13. Ensure new teacher access to a mentoring team (experienced practitioner, and HEID pedagogical teacher educator and content teacher educator).

14. Encourage development of a statewide web site (KDE, CPE, EPSB together) with a variety of user-friendly professional development resources (e.g. web-based sources, mini teaching units; ideas for Kentucky's core content and academic expectation; chat rooms; research relevant to teaching and learning; best practices; contact sources for targeted help; etc). (#2,5)
15. Institute significant loan forgiveness programs for teachers or trade work for education programs in high need areas.
16. Develop strategies to recruit and retain ethnic and gender minorities, GED completers, and non-traditional students into teaching.
17. Enhance quality of work environment for teachers by requiring school districts to be responsible for work conditions and support of new faculty, including time for planning.
18. Provide opportunities for teachers to assume expanded instructional leadership roles in schools with appropriate recognition and rewards.
19. Promote teaching as a career through university-wide advising processes.

Recommendation #8: *Enhance the profession of teaching by ensuring the availability of a sufficient and high quality cadre of teachers educators.*

Outcome(s):

1. All teacher education positions will be staffed by individuals who are appropriately qualified in terms of educational preparation, professional qualities, teaching experience, and performance.
2. A statewide program is available to recruit, prepare and develop teacher educators and to provide professional development for practicing teacher educators.

Measure(s):

1. Increased pools of qualified applicants for teacher educator positions.

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2. Record of successful completion of professional development activities by teacher educators (school and university based).
3. Record of school professional admitted and graduated from doctoral advanced degree programs that prepare them to become teacher educators.

Actions:

1. Develop plan for attracting qualified individuals to teacher educator positions.
2. Create professional development opportunities to maintain teacher educators' currency in their disciplines and school connectedness.
3. Develop programs that facilitate P-16 employment of classroom teachers on short-term or exchange bases as members of teacher education faculty.
4. Develop and support recognition systems that elevate the status of teacher educators and exemplary teachers.
5. Increase number of institutions in the Commonwealth that can offer doctoral programs for teachers, school leaders and teacher educators.
6. Enhance professional development opportunities through the Virtual University.
7. Develop an incentive and rewards system for faculty participation in professional development programs.
8. Create alternative doctoral programs to prepare teacher educators as a joint effort of all state universities.
9. Ensure KTRS policies permit employment of retired faculty members without loss of benefits.
10. Provide state scholarships and other incentives including signing bonuses to attract qualified candidates into KDE designated shortage areas.
11. Enhance visibility of teacher education programs on campuses an all campus participation in recruitment and matriculation of prospective students.

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12. Review and revise existing tenure and promotion guidelines to align guidelines and rewards system with the “real expectations” of teacher educators.
13. Institute significant loan forgiveness program or trade work for education in high-need areas of teacher education.

Recommendation #9:

Provide programs for preparing and developing school leaders to lead school improvement efforts toward higher levels of learning.

Outcome(s):

1. School leaders exiting preparation programs will show credible evidence that they have the abilities and performance skills to positively impact student learning in schools.
2. The number of well-prepared school leaders will increase each year.

Measure(s):

1. Performance data on principal internship programs.
2. Record of school leaders recruited, successfully completing programs, and placed in Kentucky schools.

Actions:

1. Incorporate into programs development of the characteristics of highly successful school leaders in Kentucky schools (schools that consistently meet school improvement goals).
2. Develop recruitment programs that seek out individuals from the ranks of schools professionals with good potential to be effective school leaders.
3. Develop curriculum guide and audit process that institutions can use to check alignment of their principal preparation programs with school leader performance that impacts student learning.
4. Expand school leader academies to prepare mentors to support new principals for three years.
5. Identify and publish innovative and successful practices of institutions that produce highly effective school leaders.

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6. Create appropriate incentives and support for school leaders to commensurate with responsibilities and performance.
7. Prepare school leaders to be effective evaluators of individual teachers and instructional practices.
8. Develop alternative programs for preparation of school leaders with focus on the role of teachers learning to be leaders.